



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Margaret Chase Smith Sch.-Skow

SAU: RSU 54 / MSAD 54

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2010-2011 NCLB Report Card



School: Margaret Chase Smith Sch.-Skow
SAU: RSU 54 / MSAD 54
Grade: 04



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DEPARTMENT OF EDUCATION

Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	36	36	100	64	62	71	19	44	19	17	36	0
	2009-2010	42	42	100	57	60	67	12	45	33	10	40	2
Female	2008-2009	15	15	100	73	64	75	27	47	7	20		
	2009-2010	18	18	100	67	72	71	11	56	28	6		
Male	2008-2009	21	21	100	57	60	67	14	43	29	14		
	2009-2010	24	24	100	50	50	63	13	38	38	13		
Caucasian/White	2008-2009	33	33	100	64	61	71	21	42	21	15		
	2009-2010	42	42	100	57	60	68	12	45	33	10		
African American/Black	2008-2009	1	1	100			53						
	2009-2010	0	0				43						
Hispanic	2008-2009	0	0				66						
	2009-2010	0	0				59						
Asian or Pacific Islander	2008-2009	1	1	100			71						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	1	1	100			60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009	14	14	100	29	47	60	7	21	36	36		
	2009-2010	29	29	100	48	52	56	7	41	38	14		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	6	6	100	0	24	43	0	0	17	83		
	2009-2010	10	10	100	40	33	34	20	20	50	10		
Limited English Proficient	2008-2009	1	1	100			47						
	2009-2010	0	0				46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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2010-2011 NCLB Report Card



School: Margaret Chase Smith Sch.-Skow
SAU: RSU 54 / MSAD 54
Grade: 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	96	95	99	52	61	67	3	48	37	12	91	4
	2009-2010	92	91	99	73	69	72	21	52	16	11	90	1
Female	2008-2009	49	49	100	49	61	70	2	47	43	8		
	2009-2010	42	42	100	71	76	78	19	52	14	14		
Male	2008-2009	47	46	98	54	61	64	4	50	30	15		
	2009-2010	50	49	98	73	62	67	22	51	18	8		
Caucasian/White	2008-2009	90	90	100	52	61	67	3	49	36	12		
	2009-2010	88	88	100	73	69	73	22	51	16	11		
African American/Black	2008-2009	1	1	100			46						
	2009-2010	2	2	100			57						
Hispanic	2008-2009	3	2	67			56						
	2009-2010	0	0				70						
Asian or Pacific Islander	2008-2009	2	2	100			68						
	2009-2010	1	1	100			73						
American Indian or Native Alaskan	2008-2009	0	0				48						
	2009-2010	1	0	0			62						
Economically Disadvantaged	2008-2009	50	50	100	44	53	53	2	42	40	16		
	2009-2010	56	55	98	65	59	62	4	62	20	15		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	15	14	93	0	15	31	0	0	57	43		
	2009-2010	17	16	94	19	13	36	6	13	38	44		
Limited English Proficient	2008-2009	2	2	100			39						
	2009-2010	1	1	100			49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Margaret Chase Smith Sch.-Skow
SAU: RSU 54 / MSAD 54
Grade: 06



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	99	99	100	56	62	71	2	54	32	12	96	3
	2009-2010	104	102	98	63	69	68	9	54	29	8	97	5
Female	2008-2009	47	47	100	57	69	76	2	55	32	11		
	2009-2010	55	54	98	67	75	74	6	61	26	7		
Male	2008-2009	52	52	100	54	55	66	2	52	33	13		
	2009-2010	49	48	98	58	62	63	13	46	33	8		
Caucasian/White	2008-2009	94	94	100	54	62	71	2	52	33	13		
	2009-2010	100	98	98	62	68	69	8	54	30	8		
African American/Black	2008-2009	3	3	100			51						
	2009-2010	0	0				47						
Hispanic	2008-2009	0	0				60						
	2009-2010	2	2	100			62						
Asian or Pacific Islander	2008-2009	2	2	100			74						
	2009-2010	2	2	100			70						
American Indian or Native Alaskan	2008-2009	0	0				54						
	2009-2010	0	0				56						
Economically Disadvantaged	2008-2009	53	53	100	43	51	58	0	43	42	15		
	2009-2010	63	61	97	52	64	56	5	48	38	10		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	22	22	100	9	17	33	0	9	64	27		
	2009-2010	16	15	94	0	15	29	0	0	53	47		
Limited English Proficient	2008-2009	2	2	100			45						
	2009-2010	2	2	100			44						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Margaret Chase Smith Sch.-Skow
SAU: RSU 54 / MSAD 54
Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	36	36	100	61	58	66	14	47	19	19	36	0
	2009-2010	42	42	100	50	52	62	7	43	33	17	40	2
Female	2008-2009	15	15	100	67	61	66	20	47	13	20		
	2009-2010	18	18	100	44	50	62	0	44	39	17		
Male	2008-2009	21	21	100	57	54	67	10	48	24	19		
	2009-2010	24	24	100	54	53	63	13	42	29	17		
Caucasian/White	2008-2009	33	33	100	64	58	67	15	48	21	15		
	2009-2010	42	42	100	50	51	63	7	43	33	17		
African American/Black	2008-2009	1	1	100			46						
	2009-2010	0	0				36						
Hispanic	2008-2009	0	0				61						
	2009-2010	0	0				45						
Asian or Pacific Islander	2008-2009	1	1	100			68						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	1	1	100			59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009	14	14	100	29	42	54	7	21	29	43		
	2009-2010	29	29	100	41	41	50	0	41	38	21		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	6	6	100	0	24	41	0	0	17	83		
	2009-2010	10	10	100	50	33	36	10	40	30	20		
Limited English Proficient	2008-2009	1	1	100			43						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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School: Margaret Chase Smith Sch.-Skow
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Grade: 05



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	96	94	98	35	51	66	2	33	38	27	90	4
	2009-2010	92	91	99	53	54	64	9	44	19	29	90	1
Female	2008-2009	49	48	98	33	53	65	4	29	29	38		
	2009-2010	42	42	100	43	56	64	2	40	24	33		
Male	2008-2009	47	46	98	37	48	66	0	37	48	15		
	2009-2010	50	49	98	61	52	64	14	47	14	24		
Caucasian/White	2008-2009	90	89	99	35	51	67	2	33	38	27		
	2009-2010	88	88	100	52	54	65	9	43	19	28		
African American/Black	2008-2009	1	1	100			43						
	2009-2010	2	2	100			37						
Hispanic	2008-2009	3	2	67			52						
	2009-2010	0	0				55						
Asian or Pacific Islander	2008-2009	2	2	100			69						
	2009-2010	1	1	100			67						
American Indian or Native Alaskan	2008-2009	0	0				46						
	2009-2010	1	0	0			54						
Economically Disadvantaged	2008-2009	50	49	98	33	47	53	2	31	35	33		
	2009-2010	56	55	98	36	41	51	2	35	25	38		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	15	14	93	21	27	38	0	21	50	29		
	2009-2010	17	16	94	19	21	34	13	6	6	75		
Limited English Proficient	2008-2009	2	2	100			40						
	2009-2010	1	1	100			38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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School: Margaret Chase Smith Sch.-Skow
SAU: RSU 54 / MSAD 54
Grade: 06



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	99	99	100	32	46	54	7	25	38	29	96	3
	2009-2010	104	102	98	34	47	63	9	25	34	31	97	5
Female	2008-2009	47	47	100	23	46	52	4	19	49	28		
	2009-2010	55	54	98	30	47	62	9	20	26	44		
Male	2008-2009	52	52	100	40	46	56	10	31	29	31		
	2009-2010	49	48	98	40	47	63	8	31	44	17		
Caucasian/White	2008-2009	94	94	100	32	46	55	7	24	38	30		
	2009-2010	100	98	98	33	46	64	7	26	36	32		
African American/Black	2008-2009	3	3	100			31						
	2009-2010	0	0				40						
Hispanic	2008-2009	0	0				37						
	2009-2010	2	2	100			49						
Asian or Pacific Islander	2008-2009	2	2	100			66						
	2009-2010	2	2	100			68						
American Indian or Native Alaskan	2008-2009	0	0				34						
	2009-2010	0	0				50						
Economically Disadvantaged	2008-2009	53	53	100	21	37	40	4	17	38	42		
	2009-2010	63	61	97	26	42	49	3	23	33	41		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	22	22	100	14	19	26	5	9	18	68		
	2009-2010	16	15	94	7	12	29	0	7	53	40		
Limited English Proficient	2008-2009	2	2	100			30						
	2009-2010	2	2	100			36						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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2010-2011 NCLB Report Card



School: Margaret Chase Smith Sch.-Skow
SAU: RSU 54 / MSAD 54
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	99	99	62	65	71	99	99	99	43	53	63	96	95	95
		99	99		64	69		99	99		48	61			
Caucasian/White	99	99	99	62	65	71	99	99	99	43	53	64			
		99	99		64	69		99	99		48	62			
African American/Black	*	*	97	*	*	49	*	*	99	*	*	36			
		*	97		*	50		*	98		*	38			
Hispanic	*	*	97	*	*	63	*	*	99	*	*	51			
		*	99		*	59		*	100		*	46			
Asian or Pacific Islander	*	*	97	*	*	73	*	*	99	*	*	67			
		*	98		*	76		*	99		*	71			
American Indian or Native Alaskan	*	*	98	*	*	64	*	*	98	*	*	54			
		*	97		*	57		*	97		*	47			
Economically Disadvantaged	98	98	99	48	55	60	98	98	99	29	41	50			
		99	99		55	56		99	99		38	47			
Students with Disabilities	95	96	97	5	20	36	95	96	97	12	25	35			
		98	98		13	28		98	98		19	25			
Limited English Proficient	*	*	96	*	*	48	*	*	99	*	*	39			
		*	95		*	45		*	99		*	35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	14	3	1	0	2	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>